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"THE CLEVELAND CITY NORMAL SCHOOL, 1874-1936"

ABSTRACT

by Dr. Melinda Kline and Dr. Charles M. Dye

The Cleveland Board of Education opened the Cleveland City Normal School in Fall 1874 to provide a teacher corps for the public schools that were prepared to meet the unique needs of the rapidly growing metropolitan area. Increased Ohio teacher certification requirements prompted the school board and Western Reserve University to collaborate in establishing the Cleveland School of Education in 1915. In 1936, the Cleveland Board of Education withdrew all financial support of the School of Education, which had become part of Western Reserve University, because of reduced tqx revenues and due to the inability of the university to comply with important aspects of the original agreement of cooperation.

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THE CLEVELAND CITY NORMAL SCHOOL

The Cleveland public school system had its beginnings in 1836 when city Council opened a free school for the public.[1] The first public school was conducted in a chapel known as Bethel Chapel. This school grew out of a Sunday School taught by Sarah Van Tyne in a basement located in the slums of Cleveland. Miss Van Tyne found the students so lacking in knowledge she decided to teach them to read and opened a day school where much progress was made. The Bethel Chapel opened in 1833, and the Ragged School as it was called moved there.[2]

In April 1836 Cleveland became a city organized under its own charter, which gave the city Council authority to establish a school system.[3] In June 1836 city Council took charge of the Bethel Ragged School and appointed the first Board of School Managers in October 1836.[4] Pressured by citizens to erect additional schoolhouses, city Council in July 1837 passed an ordinance which established a system of schools.[5] For the next two years these school were kept in rented buildings with very poor accommodations. Cleveland citizens supportive of public education agitated for the erection of city

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[1]William J. Akers, Cleveland Schools in the Nineteenth Century (Cleveland, Ohio: The W. M. Bayne Printing House, 1901), 1.

[2]Ibid., 8.

[3]Ibid.

[4]Ibid., 9.

[5]Ibid., 10.

school buildings.[6] By December of 1840 the city school system of Cleveland consisted of six schools primary and senior.[7]

During the 1841/1842 school year there were fifteen city schools, 1,200 students, and in some instances one hundred students per room.[8] In the fall of 1842 Cleveland teachers organized themselves into a teacher's association which met regularly to discuss matters of interest in the school system. Topics ranged from that of attendance for public school students to teaching methods within the classroom and the use of certain teaching aids, such as maps, textbooks, and globes. No one at this time was authorized to indicate precisely what, when, and how to teach. When discussed at association meetings these matters generated so clearly pronounced opinions from those gathered that much was done in correcting faulty methods and in regulating and making instruction uniform.[9]

At the close of the 1854/1855 school year there were fifty-two schools in the city school system and sixty-four teachers. The total number of students registered for the spring term was 4,707 with an average daily attendance of 3,439 and the average number of students per teacher 78.[10]

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[6]Ibid., 15. The city Council members who led the fight for the new school buildings were J. A. Foot, B. F. Andrews, and George Mendenhall.

[7]Akers, Nineteenth Century Cleveland Schools, 18-19, 23. The Cleveland Public Schools up until 1854 were divided into two grades or departments, the primary and senior division. The senior schools were well managed and well taught, yet there was no age differential for this school. The primary departments were characterized as in a sad and depressed state. It was left to the teachers to divide their schools into as many classes as they saw fit and determine the amount of time that should be given to any particular exercise. No two schools were found working upon the same plan.

[8]Ibid., 23.

[9]Andrew Freese, Early History of the Cleveland Public Schools (Cleveland, Ohio: Robison, Savage, and Company, 1876), 47.

[10]Akers, Cleveland Schools, 80.

By the close of the 1859/1860 school year the enrollment within the Cleveland public schools had increased to 6,100.[11]

Superintendent Anson Smythe established the custom of regular teachers' meetings where attendance by all was required. Instructions were given in regards to teaching, discipline, and the appropriate handling of reports and examinations. Frequent meetings were also held by teachers of the same grade level where matters in connection with that particular grade were discussed.[12]

Within the administration of Andrew J. Rickoff, 1867-1882, occurred the reorganization and classification of the Cleveland city schools. Previous classification were the departments of primary, secondary, intermediate, grammar, and high school, but the work completed within these different levels was not uniform. The new classification of city schools consisted of three divisions known as primary, grammar, and high school grades. Each division contained four grades and the separate divisions for girls and boys were abolished.[13]

At the end of the 1870 school year there were 32,157 school youth in the city of Cleveland, 12,275 were enrolled in the Cleveland public schools. The number of male teachers was five, the number of female teachers was 164, with four special teachers.[14] By the end of the 1873 school year the number of city youth enrolled in the Cleveland schools was 17,512 with an average daily attendance of 11,907.[15]

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[11]Ibid., 95.

[12]Ibid., 108-110.

[13]Ibid., 115-116.

[14]Ibid., 144.

[15]Ibid., 155.

Factors Influencing the Establishment of the Cleveland Normal Training School

Historian Willard Elsbree, within the context of his study, recognized the growth of city normal schools in urban centers for the purpose of training city school teachers. Elsbree attributed this growth, which occurred after the Civil War, to the rapid population expansion experienced by urban areas and the need for cities, such as Cleveland, to place trained teachers in their city public schools.[16] Aside from the issue of Cleveland's population growth, the Cleveland school system was forced to consider its own normal school due to a lack of state supported normal schools in nineteenth-century Ohio and the inability for the private normal schools in existence to produce sufficient numbers of graduates to staff the Cleveland city schools.[17]

A third consideration influencing the establishment of a normal school in Cleveland was the unique cultural environment of Cleveland and the problems associated with urban living which almost necessitated a teaching corps qualified to deal with the diversity of the student population. Cleveland's increasing immigrant population, the dilemma of dual income homes leaving children in many instances to their own devices, the problems of health, sanitation, and recreation were not commonly experienced by rural school teachers or graduates of a private normal school who may have been teaching in

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[16]Willard S. Elsbree, The American Teacher: Evolution of a Profession in a Democracy (New York: American Book Company, 1939), 329-330.

[17]For a discussion of the private normal schools in Ohio at the turn of the century refer to H. S. Lehr, "Ohio Normal Schools," Ohio Educational Monthly (March 1903): 97-105 and also Ellen G. Reveley, "The Place of the City Training School," Ohio Educational Monthly (September 1891): 455-461; Elsbree, The American Teacher, 329-330; and Samuel Findley's editorial in the Ohio Educational Monthly (September 1891): 487-488 for their documentation on the lack of state supported normal schools in relation to the establishment of city normal schools.

Cleveland. [18] The establishment of a city normal school, drawing upon Cleveland's own high school graduates to train and staff city elementary schools, would almost insure a teaching staff cognizant of city life.

Aside from the unique cultural environment of Cleveland, a diverse city population and the difficulty of obtaining sufficient numbers of qualified teachers, Cleveland's industrial growth affected the ability for the city schools to attract able young women into the teaching force.[19] The rapidly expanding industries of Cleveland provided young women factory jobs which would pay more than a teaching job, with the added incentive of being able to procure one of these jobs without the expense of training for them.[20]

The Cleveland Board of Education as early as the fall of 1867 requested Rickoff to inquire as to the possibility of acquiring a teacher to take charge of a normal school. On October 21, 1872 a committee of teachers along with Rickoff reported plans to establish a city normal school.[21] At the next meeting the Board decided to establish a city normal school, selecting Alexander Forbes as the principal. Because of ill health and business Forbes was unable to accept his position for two years, the Normal School was formally established by the Board on May 18, 1874.

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[18] The Report of the Superintendent of Schools to the Board of Education of the City School District of the City of Cleveland (Cleveland, Ohio: The Board of Education, 1927/1928), 48.

[19] For a discussion of Cleveland's manufacturing development refer to Elroy M. Avery, A History of Cleveland and Its Environs I (Chicago and New York: The Lewis Publishing Co., 1918), 247-267.

[20] Report of the Superintendent of Schools (1927/1928), 49.

[21] The School of Education. Report of the Superintendent of Schools to the Board of Education of the City School District of the City of Cleveland (Cleveland, Ohio: The Board of Education, 1931-1932), 1.

Rules for Admission into the Cleveland Normal Training School

The city Normal School opened September 1874, and devised their rules of admission August of that same year.[22] These requirements were:

1. Graduation from one of the Cleveland city high schools; or
2. A certificate from the Cleveland Public Schools City Board of School Examiners; or
3. A certificate from a County Board of School Examiners, with not less than one school year's experience in teaching.[23]

Students graduated from any one of the Cleveland city high schools were entitled to school privileges and free tuition into the Normal School; persons over the age of twenty-one or not a graduate of a Cleveland high school had to pay a tuition fee of twenty dollars. No one under sixteen years of age was admitted to the Normal School.[24]

In this early period of the Normal School, the rules for admission were frequently revised. Most of these changes occurred to protect the integrity of the Normal School and the city schools of Cleveland by insuring that only the best qualified persons were admitted into the Normal School. 1911 was the final revision to the admission requirements for entry into the Normal Training School. Applicants for admission were eligible under the following requirements:

> applicants whose high school average is eighty-five percent may be admitted to the Normal School without examination and shall be ranked according to their average marks

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[22]Ibid., 4.

[23]"Report of the Principal of the Normal School," Thirty-ninth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1875): 101.

[24]Ibid. When the school board first initiated the Normal School, free tuition was offered to the young women of Cleveland to encourage them to enter the teaching profession. Many years later state law required free tuition to all who desired admittance since city normal schools were public institutions supported by city tax dollars. Taken from The Report of the Superintendent of Schools to the Board of Education of the City School District of the City of Cleveland (Cleveland Board of Education, 1927/1928), 49; and Administrative Office Files of President Vinson, letter to R. G. Jones from Alfred Clum (13 October 1927), 3.

applicants whose general average from the high school is below eighty-five percent may be admitted to the Normal School on their successful passing of examination conducted by Normal School faculty with a passing mark of seventy-five percent in each of the following subjects

Reading	United States History
Writing	United States Constitution
Spelling	Elementary Geography
Arithmetic	English Composition
Grammar	

successful candidates shall be ranked according to their average marks on these examinations;

examinations in Music and Drawing will be required of all applicants who have not had at least two years of instruction in each of these subjects in the high school;

all students upon successful completion of examination will be placed in rank order beginning with the highest and admitted according to the demands of the public schools.[25]

These rules for admission remained intact until the creation of the Cleveland School of Education.

Coursework and Training Experience of Normal School Students

The work of the Cleveland Normal Training School was divided into two separate departments, a theory department which contained the academic or review studies plus the professional subject matter and the training department in which students received their practice teaching. The course of study taken by Normal School students for the 1886/1887 school year was:

I. Professional Studies:
   - A. History of Education
   - B. Mental Science
   - C. Moral Science
   - D. School Management

II. Review Studies:
   - A. Arithmetic
   - B. English Language
   - C. Geography
   - D. History of North America
   - E. Physiology

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[25] Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 21 August 1911), 255.

F. Reading
G. Music and Penmanship

III. Practice:
A. Practice in presenting subjects to their fellow-pupils under direction of the Principal
B. Practice in the Practice Schools, under direction of Practice Teachers
C. Practice as substitutes in Primary and Grammar Grades.[26]

As previously stated, the course of study as originally conceived for the Normal Training School included review studies over the subjects in the primary and grammar grades, although an original aim of the Normal Training School was not to provide for academic work, simply to improve scholarship.[27] The realization of the above objective finally occurred and Superintendent Day, in his annual report of 1890/1891, confirmed that the academic feature of the Normal School had largely been eliminated, and the subject matter now taught was kept in the context of the learning of methods to improve instructional abilities or as a means preparatory for teaching.[28]

Because of a perceived lack "of time devoted to study and training in the Normal School," the Board of Education extended the course of instruction and training to two years in the spring of 1898. This was believed to have resulted "in a marked improvement of the graduates of this school."[29]

In 1908 a committee of the Board of Education, the Committee on Educational Matters, perceived that the work of the Normal Training School had come too strongly under the influence of its principal, John McGilvrey, and

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[26]"Superintendent's Report," Fifty-first Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1887), 48.

[27]"Report of the Principal of the Normal School," Thirty-ninth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1875), 45.

[28]"Superintendent's Report," Fifty-fifth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1891), 46.

[29]"Superintendent's Report," Sixty-fifth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1901), 49.

recommended the need to restructure the work of the Normal School so as to bring it up to the present needs of the school system.[30] The revised course of study stressed work of an academic nature allowing less time for theoretical study. The superintendent of the time, Elson, considered this shift in subject matter to be of more practical value to the prospective teacher, while such courses as philosophy and ethics of teaching had remote value to Normal School students. Elson believed the Normal Training School course enriched by increased work in culture-giving subject matter and that the revised course of study offered young people a better training for life and teaching.[31]

Training Department

The training department was the second department of the Cleveland Normal Training School and it involved the practice teaching in the training schools. Within the Normal School's first year of operation six classes of B, C, and D primary grades were used as practice or training schools.[32] The stated purpose of the Training Department, at this time, was to furnish Normal School students

> an opportunity to learn the art of teaching and of control, to put into practice what they had learned in theory, to familiarize them with the actual work and responsibility of the calling they have chosen, to demonstrate the pupils fitness as teachers, and to allow those persons charged with the responsibility of assigning teachers to positions in our

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[30]"Committee on Educational Matters," Official Proceedings of the Board of Education (Cleveland, Ohio: 17 February 1908), 19.

[31]"Superintendent's Report," Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 16 November 1908), 221.

[32]The organization of grade levels in the Cleveland Public Schools during much of the nineteenth century was A Grammar - eighth grade; B Grammar - seventh grade; C Grammar - sixth grade; D Grammar - fifth grade; A Primary - fourth grade; B Primary - third grade; C Primary - second grade; and D Primary - first grade.

schools, to know where they may be placed with greatest profit to themselves and the schools.[33]

In the 1874/1875 school year, prospective Normal School teachers spent four to five weeks in the training school.[34] In 1885 the Training Department expanded to include a Primary practice school and a German practice school.[35]

By the 1892/1893 school year the number of grades in the Training Department included the first five grades of the Cleveland Public Schools. By the 1894 school year practice teaching for Normal School students had been extended five to ten weeks under the supervision of a critic teacher, and when possible, these students acted as substitute teachers in the city elementary schools.[36]

Aside from the training offered to teachers for the elementary schools of Cleveland, the Normal Training School in 1876/1877 grew to include a German department which offered the same course work as the English department, except that the study of German took the place of U.S. history. There was one

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[33]"Report of the Principal of the Normal School," Thirty-ninth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1874), 104.

[34]Ibid. The classrooms for practice teaching were referred to as training schools.

[35]"Superintendent's Report," Fiftieth Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1886), 28. The study of German and a course of study known as the German course was offered to Cleveland city school students of German parentage. In order to train teachers for the German course, the Normal School provided training for teachers in the German course.

[36]Cleveland Public Schools, Course of Study and Assignment of Work in the Elementary, High, Normal Training, and Manual Training Schools (Cleveland, Ohio: 1894/1895), 178.

training school for the use of the German department.[37] By 1915 the study of German was eliminated from the grade schools and strengthened through a revised course of study in the seventh and eighth grade and in the high school. This move was designed to aid the Board of Education in their finances and yet achieve their goal of strengthening the German course of study.[38] In 1894 the Board of Education included a course on kindergartening in the Normal School.[39]

Dismissal of Students from the Normal School

Students were dismissed from the Normal School as soon as two years after the Normal School was in operation. In August 1877 the Board of Education adopted a policy for dismissal from the Normal School, which left it up to the discretion of the Normal School principal to determine the unfitness of pupils in the Normal School.[40] In May 1899 the Board of Education adopted their last resolution regarding dismissal of students from the Normal School. The new policy eliminated the word dismissal from the previous rule and allowed the Board to keep control of the non-advancement of incompetent pupils through the route of non-promotion in the Normal School. A pupil's placement in the Training Department was based upon their satisfactory completion of work in the theory department.[41]

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[37]"Superintendent's Report," Forty-first Annual Report of the Board of Education (Cleveland, Ohio: 31 August 1877), 93; Cleveland Public Schools Course of Study, 177.

[38]Official Proceedings of the Board of Education (Cleveland, Ohio: 15 June 1914).

[39]Cleveland Public Schools, Course of Study (1894), 178.

[40]"Superintendent's Report," Forty-first Annual Report to the Board of Education (Cleveland, Ohio: 31 August 1877), 70-73.

[41]Official Proceedings of the Board of Education (Cleveland, Ohio: 15 May 1899), 8.

Formation of the Cleveland School of Education

The Cleveland School of Education, a summer term of six weeks conducted jointly by the Cleveland Normal School and Western Reserve University to provide training for teachers in the Cleveland schools and suburbs, was established in the summer of 1915.[42] Although President Thwing of Western Reserve University, as early as 1908, had explored the possibility of the Cleveland public schools and Western Reserve University jointly training teachers, no such institution was forthcoming until changes in state law regarding teacher training and certification required such a change.[43]

The Cleveland School of Education was formally established by the Board of Education February 1, 1915. A six-week session was to be conducted with the Western Reserve University whereby all the equipment and educational resources of the Cleveland Normal Training School and part of the equipment and educational resources of the University were utilized to train Cleveland teachers and those in surrounding suburbs.[44] The course offerings for the school in its first summer consisted of professional courses, such as work in methods, practice teaching, observation, and the philosophical and social aspects of education. Also offered were the academic studies provided for

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[42]Taken from the catalog of The Senior Teachers College of the Cleveland School of Education and Western Reserve University (Summer Session, 1925), 3.

[43]The new certification laws required on and after January of 1915 training of one year or its equivalent in summer school work, in a recognized institution of college or normal schcol rank for the training of teachers, or a year's course in an arts college on the recognized list, maintaining a practice department. By 1920 the requirements had changed to that of a two-year teacher training course with one-fourth work in educational subjects including observation and practice teaching.

[44]"Report of the Committee on Educational Matters," Official Proceedings of the Board of Education (Cleveland, Ohio: 1 February 1915), 38.

teacher review.[45] These courses were taught by faculty from the University and Normal School.

Even though the Cleveland public schools and Western Reserve University had an arrangement whereby they jointly shared certain aspects of the Cleveland School of Education, Cleveland teachers did not receive college credit for coursework completed in the Cleveland School of Education except in special cases, the reason being that the University did not establish standards of coursework or the hiring of personnel.[46] The issue of college credit for coursework completed by teachers in the Cleveland School of Education was resolved when the Board of Education and Western Reserve University came together to jointly train teachers and award them with a Bachelor of Education degree and a Master of Education degree. This would be under the supervision of a Conference Committee composed of three members from the Cleveland School Board and the University.[47] This exchange of services and facilities between Western Reserve University and the Cleveland Board of Education began officially for the 1920/1921 school year and was to be renewed annually.

The Organization and Coursework of the Cleveland School of Education

There were five divisions of the Cleveland School of Education. The Junior Teachers College, the Senior Teachers College, the Observation School, the Training Schools, and the Educational Museum. The Observation School was

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[45]Taken from the 1915 and 1919 catalogs for the Cleveland School of Education.

[46]Administrative Office Files of President Thwing, Letter to President Thwing (Cleveland, Ohio: 11 May 1920).

[47]"Report of the Committee to Confer with the Board of Education," Minutes of the Joint Meeting of the Trustees of Western Reserve University and Adelbert College (Cleveland, Ohio: 14 July 1920).

a regular elementary school financed in the elementary school budget but located in a building adjoining that of the Cleveland School of Education. It provided the opportunity for Junior College students to see and participate in the work of elementary classes under practically normal conditions. The Educational Museum provided teachers of the Cleveland public schools with illustrative material and demonstration lessons adopted to classroom use in all schools. The Training Schools were for the students in the Junior Teachers College who spent one semester in practice for their future work.[48]

The Junior Teachers College also known as the Normal School Course was a two-year teacher training course which prepared students for service in the elementary grades of the Cleveland public schools.[49] Applicants for admission into the Junior Teachers College were eligible if they had attended a normal training or collegiate institution and satisfactorily completed one full semester of residence work, or if they were from a secondary institution or its equivalent and were in the upper half of their class in scholarship. Applicants who did not meet admission requirements could be admitted upon examination; the number of applicants admitted to the two-year program was determined by the Superintendent. After admission students could be advised to withdraw by a three-fourths vote of the faculty who they felt was below the

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[48]Taken from the Reports of the Superintendent and the Director of the Cleveland Public Schools (Cleveland, Ohio: Board of Education, 1924-1925), 49-55.

[49]It is unclear in the research exactly when the Normal School of the Cleveland city schools began to be referred to as the Junior Teachers College, but it was soon after the agreement between Western Reserve University and the Cleveland public schools to jointly train teachers to receive the Bachelor degree awarded by Western Reserve University. Students who were residents of Cleveland received free tuition.

standard of scholarship or personal fitness required of teachers in the Cleveland public schools.[50]

Students who graduated from the Junior Teachers College were immediately offered positions in the Cleveland elementary schools. Upon completion of their work in the Junior Teachers College, the teacher could enter the Senior Teachers College. The courses leading to the Bachelor of Education degree could be taken by enrolling in the extension or summer work offered by the Cleveland School of Education.[51]

During the 1925/1926 school year the Cleveland Board of Education was experiencing their too familiar problem of an oversupply of teachers from their Normal Course or Junior Teachers College and a lack of teaching positions for them. Subsequently, the Board of Education offered an additional course in the Junior Teachers College for the continued professional education of these unemployed graduates until they could be placed.[52] The Board also took action to limit the number of students admitted into the Junior Teachers College leaving it up to the Superintendent and Dean of the School of Education to determine the number admitted before the opening of each semester.[53]

An additional change in the Junior Teachers College was the extension of the training course to three years beginning September 1926. Students would

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[50] Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 22 May 1922), 178-179.

[51] Cleveland School of Education, The Junior Teachers College or Normal Department (Cleveland, Ohio: 1921/1922), 6.

[52] Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 8 February 1926), 383. The graduating classes of June 1925 and January 1926 had produced a total of 77 graduates not appointed as teachers.

[53] Official Proceedings of the Board of Education (Cleveland, Ohio: 19 April 1926), 458.

receive a diploma upon completion of the prescribed work which would enable them to a position in the Cleveland public schools, but not necessarily a guaranteed position.[54]

Senior Teachers College

The Senior Teachers College of the Cleveland School of Education was created in the summer of 1920, when University trustees appointed a committee to hold conferences with city school officials to stay their negotiations with Ohio State until University trustees could consider the question of offering degree work. In July of 1920 the Board of Trustees of Adelbert College and Western Reserve University voted to establish the Bachelor of Education degree. The requirements for the four-year degree were 120 semester hours of study, ninety of these hours the University would accept from the Cleveland School of Education with the University providing extension and summer courses to complete the full degree requirements.[55]

Four different units of credit were available to teachers through the Senior Teachers College of the Cleveland School of Education. One type of credit led to the Bachelor of Education degree, another to the Master of Arts in Education, another toward state certification, and the last was toward advancement on the salary schedule of the Cleveland Board of Education.[56]

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[54]Ibid. The newspaper School Topics, 28 November 1927, reported on the new three-year program for elementary teachers. The additional year was thought to attract a finer quality of entrant and provide the student with additional training in principle and actual practice in the elementary school.

[55]Trustee Minutes of a Joint Meeting of the Trustees of Adelbert College and Western Reserve University (Cleveland, Ohio: 14 July 1920). Cleveland school officials first looked to establishing a degree program with Ohio State because of what they may have perceived to be a lack of interest on the part of Western Reserve University.

[56]Cleveland School of Education and Western Reserve University, Extension Courses for Teachers. (Cleveland, Ohio: 1922-1923), 4-5.

Admission requirements for the Bachelor of Education degree were graduation from an approved four-year high school or its equivalent, and candidates with less than two years of successful teaching experience may be required to give evidence of having ranked in the upper two-thirds of the class in which they were graduated. Persons graduated from the Junior Teachers College were eligible for admission, and individuals who had completed one full semester of residence work in other institutions of Normal or Collegiate grade were admitted to candidacy with advanced standing.[57] The courses for the Senior Teachers College were offered in two sessions--a winter session with classes held on Saturday mornings and after public school hours, and in a six-week summer session conducted by Western Reserve University and the Cleveland School of Education.[58]

The Establishment of the School of Education, Western Reserve University

This future department of Western Reserve University had its beginnings with the formation of the Cleveland Conference for Educational Cooperation and the creation of a Committee on Teacher Training, which analyzed the then professional preparation of Cleveland teachers and submitted a proposal for the improvement of the teacher training program of the community.[59] The institutions of Cleveland which provided pre-service and in-service training for teachers were the Cleveland Kindergarten Primary Training School, the

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[57] Cleveland School of Education and Western Reserve University, Extension Courses for Teachers (Cleveland, Ohio: 1922-1923), 4-11.

[58] Senior Teachers College of Western Reserve University, Cleveland School of Education (Cleveland, Ohio: Summer Session, 1927), 1.

[59] The Cleveland Conference for Educational Cooperation, established March 1924, united nineteen Cleveland educational agencies. This voluntary organization was designed to enable the public schools, the public library, the university, and other educational agencies to provide a more complete educational program for Cleveland.

Junior and Senior Teachers College of the Cleveland School of Education, and the College for Women, Western Reserve University.[60] The Committee on Teacher Training of the Cleveland Conference for Educational Cooperation evaluated each of the above institutions according to their effectiveness and limitations; these programs were summarized as a whole.

The existence of separate institutions such as in Cleveland tended to create certain duplication of services, such as admission services and placement bureau. The High school graduate had to know in advance what teaching field he would enter, a transfer of fields necessitated a transfer of institutions and the difficulties associated with that. Distinctions in status between kindergarten, elementary, and high school teachers occurred because of the different institutions which provided teacher training such as public school normal schools and university training. The present program in Cleveland had failed to bring men into the profession because each institution was by charter or tradition a school for women only. The public school gave

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[60]The Cleveland Kindergarten Primary Training School originally began as the "Young Ladies of the Women's Christian Association," which since 1882 had been operating nurseries and kindergartens for needy children and working mothers. In 1894 the above group incorporated independently as the Cleveland Day Nursery and Free Kindergarten Association. This Association, soon after their incorporation, saw the necessity of providing training for nursery and kindergarten teachers. In 1894 the Kindergarten Training School was founded as a branch of the Chicago Kindergarten College. This affiliation with the Chicago Kindergarten College occurred because the organization of the Training School was recommended by Elizabeth Harrison, head of the Chicago Kindergarten College. The Kindergarten Training School had a two-year course of study. In 1922 Mrs. May Hill Arbuthrot came to Cleveland from the University of Chicago to become principal of the school, which then became the Kindergarten Primary Training School. The two-year course then given at the Training School was accredited at the University of Chicago, which granted a degree for two additional years work there. In 1927 the Kindergarten Primary Training School became a department of the University. Taken from Cornelia B. Warner, History of the Cleveland Kindergarten Primary Training School, Case Western Reserve University Archives (31 May 1927), 1-9; and Helen Harris Graebner, History of the School of Education (Cleveland, Ohio: Case Western Reserve University Archives, October 1938), 1-3.

less completely than it should of its counsel to those portions of the program in which it had no responsibility.[61]

Recommended was the establishment of an organization designed to eliminate the major objections of the present program, the success of which would not be known until initiated. The Committee recommended that the needs of the teaching group below the collegiate level served by the Cleveland Kindergarten Primary Training School, the Junior and Senior Teachers College of the Cleveland School of Education and Western Reserve University, and the College for Women of Western Reserve University were to become primarily the responsibility of a single four-year professional school of collegiate level which was to be known as the Teachers College of Western Reserve University.[62]

Vinson recommended to the Trustees to approve the report in principle and refer it to the Committee on Educational Policies who were to confer with the Cleveland Board of Education, and the Boards of Education of the major suburbs of the city if deemed advisable, and construct such action as necessary to institute a teacher training program in conjunction with the public school systems.[63] By all indications this was done.

By December 1926, Vinson formulated an organizational plan for a University School of Education. Below are some of those items. The present building of the Cleveland School of Education was to be rented to the new corporation at a nominal rent; if a contract be entered into between the Cleveland Board of Education and the new corporation, the Board of Education would appropriate an agreed upon sum to be credited to the tuition account of

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[61]"President's Report," Annual Report of the Western Reserve University (Cleveland, Ohio: 1926/1927), 34-35.

[62]Ibid., 36.

[63]Ibid., 21.

the school not to exceed two hundred students, nominated by the Board of Education and approved by the school.[64]

Other suggestions included that the curriculum for the new school be a four-year curriculum, that the enrollment at the beginning be limited to 250 students, and the tuition fee be $150 for the first year, $175 for the second year, $200 for the third year, and $250 for the fourth year and thereafter.[65]

Certain points included in the final contract between the Board of Education and Western Reserve University were for the Cleveland Board of Education to continue the Cleveland School of Education whose curriculum, staff, and students were to become part of the University School of Education. The entire enterprise was to be under the direction of an administrative board with representatives of the University and of the School Board under the chairmanship of the President of the University.[66] By late spring 1928 the Cleveland Board of Education and Western Reserve University combined to form the School of Education, Western Reserve University under the control of the University but contributed to by the University and Board of Education.

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[64] Administrative Office Files of President Vinson, Letter to Professor Robinson (Cleveland, Ohio: CWRU, 8 December 1926). The Junior Teachers College of the Cleveland School of Education was graduating classes of two hundred students. In order for the University to make the proposed School of Education work financially, they needed tuition fees of a guaranteed amount. Since the Board of Education was required by law to provide free tuition to its city Normal School students, it was anticipated that when the Board of Education and the University contracted jointly to train teachers, the Board of Education tuition fees would be credited to the University.

[65] Ibid. These items were communicated to Professor Robinson, Dean of the College for Women. This design called for the Department of Education in the College for Women to be part of the new program.

[66] Administrative Office Files of President Vinson, Minutes of Committees on Educational Policies (Cleveland, Ohio: CWRU, 7 March 1928).

Admission Requirements and Curricula of the School of Education

Students admitted into the School of Education were evaluated on an individual basis after consideration of the student's scholarship rank from high school which was to be in the upper fifty percent of their class rank. If students did not meet the above requirement, they could take the School's entrance exam but had to score in the top quarter of the results. Other considerations were the student's rank on three vocabulary tests, three reading tests, three scholastic aptitude tests; their personal qualities, and had to submit to a medical examination.[67]

The work of the School of Education was conducted in three distinct sessions for teachers, supervisors, administrators, and students of education. These were a two-semester session from September to June for undergraduate full-time students who wished to complete a three-year diploma course in preparation for teaching in the kindergarten, primary or intermediate grades, or a four-year degree course in preparation for teaching in these grades or in the Junior or Senior High School. A winter session from October to May for part-time students in which teachers, principals, and others who possessed a Normal School diploma, or two or three years of undergraduate professional education could complete the requirements for the degree by taking occasional courses in the late afternoon or evening. A summer session of six weeks was held primarily for teachers, students, and others who had two or more years of professional education and desired to take further courses in this field.

Part of the student's training experience was conducted in two nine-week periods of continuous apprentice teaching near the middle and end of the student's coursework. This training took place in the Nursery School and

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[67] Western Reserve University, Catalog of the School of Education (Cleveland, Ohio: 1928/1929), 19.

Kindergarten centers of the Cleveland Day Nursery and Free Kindergarten Association and in certain public schools of Greater Cleveland so designated by the school officials for each district.[68]

The curricula offered by the School of Education included professional coursework for elementary school teachers which led to a diploma in three years or the Bachelor of Science degree after four years of full-time study. The School of Education only awarded their diplomas and degrees to those individuals preparing to be elementary teachers. For the training of junior and senior high school teachers it cooperated with the other undergraduate colleges of the University for their preparation.[69]

The curricula of the School of Education for all courses of study was organized to provide for the personal and intellectual development of each student, provide continuous growth in professional attitudes, interests and abilities, and aid the student to organize his coursework and other learning activities in an integrated experience. The curriculum was organized with the first year and a half as elective allowing the student to pursue his own interests in any part of the University to acquaint him/her with major fields

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[68] The School of Education, Report of the Superintendent of Schools to the Board of Education of the City School District of the City of Cleveland (Cleveland, Ohio: 1931/1932), 18.

[69] Western Reserve University Catalog of the School of Education (Cleveland, Ohio: 1931/1932), 11. The University had the units of Adelbert, Flora Stone Mather--up to 1931 known as the College for Women--Graduate School, and the Cleveland College preparing teachers. The staff of each of these units was listed in the School of Education and then permitted to organize and operate their own programs independently. The feeling of these colleges towards the School of Education was that it should only prepare teachers in the elementary field, leaving the Arts Colleges or Graduate School to prepare the rest. Cleveland College opened September 1925 in a downtown location for students unable to attend classes at the regular University campus. In 1926 it was formally affiliated with the University and Case School of Applied Science. Coursework was divided into three groups: Business Administration, Chemistry, and Arts and Sciences. Taken from "Cleveland College Opens," School Topics (16 September 1925): 2.

of human knowledge and activity as well as to specialize in a field of his choosing, at least one professional course was required each semester in which the student observed and studied the learning activities within a given school grade, participated in the teaching of a unit in this grade, and had direct experience with the teaching experience. During the last half of the sophomore year nine weeks of supervised student teaching was required, as well as a half semester of cadet teaching during the senior year.[70] A final statement of the University teacher training program was that in comparison with other teacher training programs, the one offered by Western Reserve University was designed "to mature the professional abilities, interests, and attitudes required of the teacher." This was accomplished through the curricula which had been organized on the principle that limited experience with and study of the teaching situation was distributed through each of the student's four years.[71]

Dissolution of Relations Between the Cleveland Board of Education and Western Reserve University

Early in 1932 University officials were facing the possibility that the Board of Education would withdraw their financial support from the University School of Education.[72] In January 1933 the Cleveland Board of Education received communications from several organizations in Cleveland, who aware of

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[70]"Report of Harry A. Irwin, Dean of the School of Education and Director of the Summer Session," Annual Report of Western Reserve University (Cleveland, Ohio: 1933/1934), 84.

[71]"Report of Harry A. Irwin, Dean of the School of Education and Director of the Summer Session," Annual Report of Western Reserve University (Cleveland, Ohio: 1934/1935), 108.

[72]The very earliest indication that the Cleveland School Board was going to drop their support of the School of Education appeared in a 1931 Plain Dealer article. Taken from "Tax Trimmers Keep Eye on School of Education," Cleveland Plain Dealer, 7 February 1931, 7.

the School Board's financial circumstance, encouraged the Board's continuation of the School of Education. The School Board upon receipt of these communications, acknowledged the value of the School of Education to Cleveland, and though under budget stress, chose not to completely withdraw their support, but reduced their funding for the School by thirty percent.[73]

In November 1935 the Board of Education officially confirmed their withdrawal of funds from the School of Education. The reasons for this, as stated by Superintendent Lake, was that Western Reserve University had never met all the provisions of the original agreement, particularly those relating to the training of school administrators, supervisors, and other teachers of all grades, transferring to the School of Education the teacher training work from the other colleges and departments of the University, and the inability of the University to meet the financial obligations of the School of Education as set forth in the original agreement.[74]

Other conflicts existed for the School of Education relative to their relationship with the other colleges on the University campus. These were that the function and status of the School of Education was questioned by the other colleges who believed the School should only train elementary school

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[73] Official Proceedings of the Cleveland Board of Education (Cleveland, Ohio: 23 January 1933), 214-216.

[74] Official Proceedings of the Cleveland School Board (Cleveland, Ohio: 11 November 1935), 121. In the original agreement between the University and the Board of Education the school board appropriated the amount expended for the maintenance of the Cleveland School of Education and credited to the School of Education. The University agreed to appropriate the sum expended for the Department of Education of the College for Women, for the Nursery-Kindergarten-Primary Training Department, and for the Senior Teachers College and the Summer Session and credit it to the School of Education. During the period of the agreement 1928-1936, the University was unable to use all the income from the courses in education in the arts colleges for the education program and consequently the Cleveland Board of Education carried half of the total budget for the University School of Education, the University was unable to secure additional funds through endowment or grants to reduce the school board's appropriation.

teachers, the dual administration of the School with the Dean reporting to the Superintendent of Schools and the President of the University created indecision in policy making, and competition existed between the School and the other teacher training units on campus as they all sought to acquire students. There were additional problems involving curriculum, number and distribution of scholarships, and the administration of the Summer Session.[75]

The Cleveland Board of Education officially terminated their support of the School of Education in June 1936. The role they now assumed was providing practice and observation opportunities for the students of Western Reserve University.

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[75]Administrative Office Files of President Leutner. Report to President Winfred G. Leutner and Charles H. Lake Relative to the Organization of the School of Education (Cleveland, Ohio: 10 December 1935). In the matter of curriculum, while the Dean of the School of Education was expected to approve all applicants for State certification, the School did not have a voice in the curriculum for teaching or other school service within any of the other units who also provided teacher training. The problems within the administration of the Summer Session were the charge that favoritism was practiced regarding coursework offered and appointment of staff to teach simply because they were clientele of the Director of the Summer Session. These charges were dismissed by Dean Irwin as being no different if any of the other colleges on the University campus were operating the School.